

Third Grade Performance Level Descriptor for Reading

Level III

Overall student performance in reading reflects high academic performance on the standards and a thorough understanding of the content at third grade.

Level III students clearly comprehend the message within grade level text. Using supporting details, students are able to summarize and infer the main idea from text. Before, during, and after reading, students are able to generate and answer questions at the literal, inferential, critical and interpretive levels. Students are able to analyze organizational patterns (e.g., sequencing, cause/effect, compare/contrast) and apply these to construct meaning. Level III students apply their knowledge of informational text features (e.g., table of contents, illustrations, font/format styles) to locate information and aid in comprehension. Students are able to analyze and critique elements of narrative text, including characters, setting, and plot with supporting details. Students are able to identify literary devices and explain ways in which language is used (simile, alliteration, onomatopoeia, imagery). They are able to analyze the characteristics of different genres of literature. Additionally, Level III students recognize author's purpose or perspective and how it influences the text.

Third grade students performing at Level III have a wide range of known grade-level and/or above grade level vocabulary and apply various strategies to acquire new vocabulary. Context clues and background knowledge are used to construct meaning. Students consistently apply the knowledge of the structure of words and semantic relationships to new vocabulary.

Level II

Overall student performance in reading reflects satisfactory performance on the standards and sufficient understanding of the content at third grade.

Level II students comprehend the message within grade level text. Using supporting details, students are able to retell information and summarize the main idea from text. Before, during, and after reading, students are able to generate and/or answer questions at the literal, inferential, and critical levels. Students recognize and use organizational patterns (e.g., sequencing, cause/effect, compare/contrast) in order to gain meaning. Informational text features (e.g., table of contents, illustrations, and font/format styles) are used to locate information and aid in comprehension. Students are able to identify, retell and summarize basic elements of narrative text including characters, setting, and plot with supporting details. Students are able to identify literary devices, such as imagery and rhythm, and they are able to describe characteristics of different genres of literature. Additionally, Level II students identify author's purpose.

Third grade students performing at Level II have a range of known grade-level vocabulary and apply strategies to acquire new vocabulary. As students encounter higher levels of complexity within grade level text, they use context clues, text features, and word structure elements (e.g., plurals, possessives, compound words) to determine meaning of unknown words. Understanding semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings) allows students to determine the meaning of unknown words.

Level I

Overall student performance in reading reflects unsatisfactory performance on the standards and insufficient understanding of the content at third grade.

Level I students have inadequate comprehension of grade level text. They use supporting details inconsistently to retell information and summarize the main idea from text. Before, during, and after reading, students can generate and/or answer questions at the literal level. Students recognize organizational patterns in text (sequencing, description, compare/contrast) in order to gain meaning. Illustrations are used to aid in comprehension. Students are able to identify basic elements of narrative text (characters, setting). Students are able to identify literary devices (imagery, rhythm), and they are able to identify different genres of literature.

Third grade students performing at Level I have limited grade-level vocabulary. They use word, phrase, and sentence context clues and word structure elements (plurals, compound words) to understand unknown word meanings. They can recognize basic semantic relationships (patterns, categories, synonyms, antonyms).